Spring 5-1-1993

Volume 06, Number 03

Don Forrester Editor
Kennesaw State University

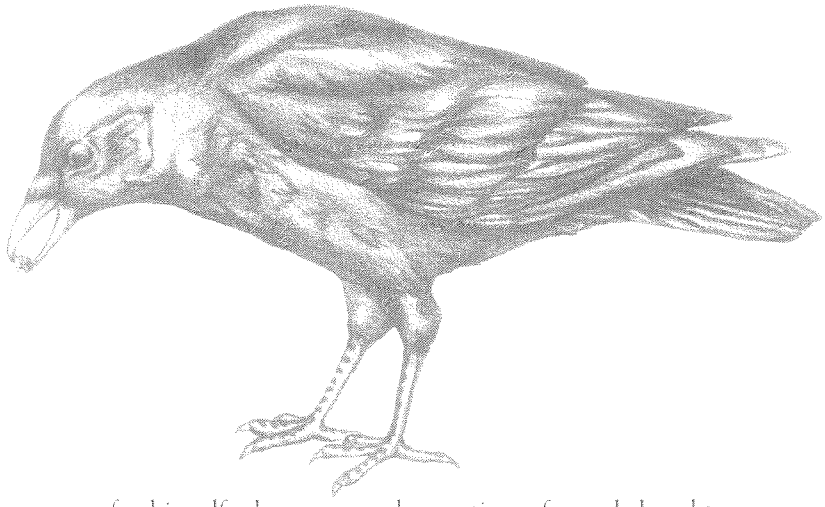
REACHING THROUGH TEACHING

A NEWSLETTER HIGHLIGHTING CLASSROOM PHILOSOPHY AND PRACTICE AMONG KENNESAW FACULTY

VOLUME 6, NUMBER 3 SPRING1993

THE EDITOR CONSIDERS . . .

THE WISE CROW



Don Forrester, Ed.D.
Director of CETL

A well-known folk fable tells of a very thirsty crow who came upon a pitcher half filled with water. The neck of the vessel was too small for him to dip his beak into the life-giving liquid, but this was no ordinary crow. He found a pebble and dropped it into the pitcher. Then he dropped another, and another, and another. Finally the added pebbles raised the water level high enough to allow him to drink and save his life. The fable doesn't tell how the crow came to be so resourceful, only that this was a very smart crow—one who had somehow learned to solve problems.

It seems to me that the story speaks to teachers at all levels. Let us assume that our students come to us thirsty to learn. Very often, teaching consists of "giving them a drink," that is, imparting information. When they become thirsty again, we give them another drink. If the crow had always been given water when he was thirsty, with no concern for his ability to think and act for himself, chances are when a time of a real drought arrived, he would have died of thirst.

Certainly it is appropriate to learn facts and gain information to fulfill education's immediate needs ("If they don't learn the vocabulary and certain facts in 101, they won't be able to pass 102."). But to neglect students' future learning needs is to miss the main point of education. The teacher's dilemma is to find a balance between immediate learning needs and long-term ones. As we continually reevaluate course content, as surely we must, an appropriate question to ask is, "Which parts of this course will be forgotten within days of the final exam and which parts will my students be using throughout their lives?"

Yes, give water to a thirsty village, but also help them dig a well. Read the children a story, but also teach them to read. Teach the choir their parts, but also teach them to read music. Teach facts, but also teach principles, processes and problem-solving skills.

PERSPECTIVES ON TEACHER EDUCATION

Judith Mitchell, Ph.D.
Professor of Education

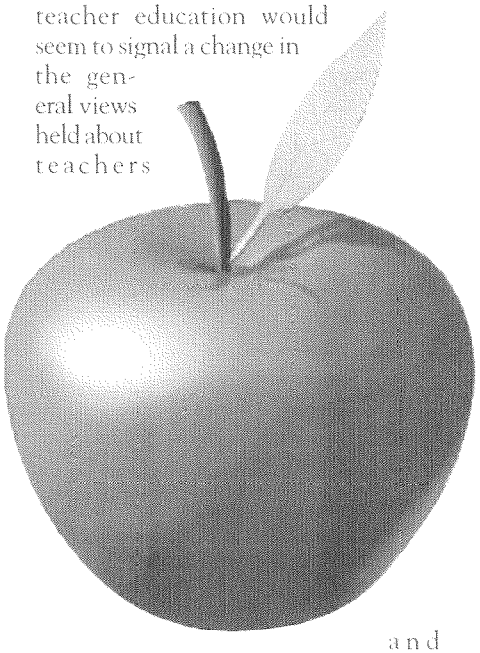
I chose the title Perspectives on Teacher Education because such a broad title gives me the opportunity to talk about some of the perceptions held about teaching and teacher education over time, to look at some of the current related thinking and research, and to share some of my own thoughts about where we are today and where we go from here.

Our own educational history has influenced how we perceive ourselves and how we are perceived by others. For example, Jefferson, in *The General Diffusion of Knowledge*, outlined a plan for the provision of education for all, where the most talented would be given a college education at William and Mary at the state's expense. These students would become the lawyers, doctors, diplomats, etc. Jefferson stated that those not making this final cut could become teachers. Thus emerged our fist image: teachers were clearly capable but clearly not the most capable.

During the colonial period and well into the 1800s, the majority of teachers were male, and frequently folks who did not quite seem to fit in. What emerged was the Ichabod Crane image: teachers were amiable but rather bumbling and unsuccessful in their endeavors. Teaching was often the opportunity of last resort for these young men. Thus our next image: "Those who can, do; those who can't, teach" (the corollary is "Those who can't teach, teach teachers.").

When women teachers began taking the place of men, they not only acquired the mantle of misfit, but did so for less money and even less prestige. Horace Mann noted that women were not only cheaper, but superior instructors of youth, inasmuch as they understood the child's mind and were better able to lead it more gently and effectively along the right paths. Thus a third image: teaching does not require a great deal of knowledge. It is enough to know little more than the student, and it is a benefit to think somewhat like a child.

The development of normal schools whose primary function was teacher education would seem to signal a change in the general views held about teachers and teaching. However, as Goodlad notes in *Places Where Teachers are Taught*, the normal schools lacked intellectual coherence, were weak on pedagogical theory, were never designed to become institutions of higher learning, and more emphasis was placed on character training than intellectual development. As normal schools became colleges and regional universities the education of teachers became less of a focus and more of a service activity. Fiscal and administrative support for teacher education was extremely limited. Lack of support along with a perceived lack of intellectual coherence, further entrenched those earlier images of teacher education and the teacher educator.



While it would be desirable simply to dismiss these perceptions as myths, we must accept some responsibility for their perpetuation.

We contribute to these perceptions when:

- We are not rigorous in developing and maintaining high academic standards.
- We do not distinguish between exemplary and slipshod work.
- We do not require students to accept responsibility for the quality of work they submit.
- We provide academically unwarranted extras—extra time, extra credit, extra points, extra chances.
- We do not differentiate quality from quantity.
- We do not differentiate doing the work from doing the work well.
- We give grades, usually As and Bs, rather than demanding that grades be earned by submitting quality work.
- We accept the oft-stated notion that our students don't need to know this because it is not taught in such-and-such grade, and select and organize our course material accordingly.
- We do not demand that our students demonstrate college-level understanding of course material.
- We provide students with a "bag of tricks" rather than the conceptual understanding and the pedagogical theory that undergird those "tricks."
- We let others with little experience

in teaching and little or no understanding of educational theories and principles define for us the *best* educational practice.

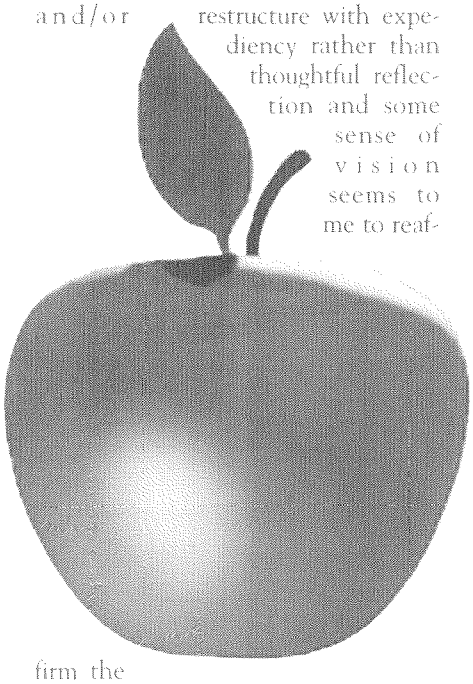
For many, all too frequently including our legislators, our State Board of Education and our own Board of Regents, teaching is simply a matter of what you see. An individual, presumably with more information than students, gets up in front of a group of students and presents information for their acquisition. Teaching, though a complex activity, appears to be quite simple. After all, what is teaching beyond standing in front of a group and giving out information? What's so difficult about doing that? How much do you need to know to teach kindergarten? Really, how difficult can it be to control a 5-year-old or a herd of 5-year-olds?

A simplistic view of teaching perhaps spawns simplistic responses to problems in education and in teacher education.

Goodlad notes that reconstruction of teacher education must go beyond "the oft-repeated cliches of more general education, elimination of education majors and more extensive internships with mentors." Mary Kennedy of the National Center for Research on Teacher Learning at Michigan State discusses the center's findings related to one of the prevailing myths about teacher education—that we can produce good teachers if we start with people who are smart and who have subject matter degrees, and then give them classroom management and survival skills. This research and that of others has clearly shown that "the alternative certification approaches did not improve teachers' ability to engage students with important substantive ideas in their classrooms and did not help teachers learn how to examine their own instructional practices. One reason these approaches fail to produce improved teaching is that they are based on two assumptions about prospective teachers, both of which have been investigated and found wanting: 1) novices already hold the knowledge they need since they majored in it in college, and 2) that novices can learn the practice of teaching from mentors."

Having content knowledge is simply not enough. Knowing how to engage students in the learning process, knowing how diverse learners integrate knowledge and knowing how to organize information so others learn it are central to the act of teaching, and require much more than specific knowledge of the subject and limited training in pedagogy.

So where does that leave us? We've been given a mandate by the legislature and the Board of Regents to restructure our teacher education programs—to increase general education and to limit pedagogy. It is too late now to put forth forceful arguments about the viability of the structure of our programs. Yet simply to dismantle and/or restructure with expediency rather than thoughtful reflection and some sense of vision seems to me to reaffirm the notion that teaching is essentially simple in nature and to deny that we have a knowledge base from which principles of learning and instruction are derived.



As we face the prospect of restructuring our programs as many others across the nation have, I do not believe that we should view restructuring as eliminating course A or course B. Rather we should be forging new structures which enhance the development of the conceptual and theoretical frameworks which drive effective practice and which develop those specific and immediate skills required of an effective practitioner.

To create new structures assumes a knowledge base from which to create and build such structures. The knowledge base that undergirds much of what we do in teacher education and as teachers is rich and is ever-evolving, reflecting current technologies and research.

The historical and philosophical dimensions of education evolve from and reflect those of the larger society. Just as a study of our history as a people or a nation can help us better understand where we are and where we are going, so can our understanding of the history of the educational enterprise provide us with guidelines for charting our present and future courses. Just as a study of philosophy provides us with a framework for examining who we are and what we are about and the moral and ethical nature of what we do, educational philosophy allows us to examine these dimensions as they relate to educational practice and its implications for the larger society.

The field of educational psychology continues to develop and inform educational practice. Because of our knowledge and understanding of learner motivation, learning theory and theories of instruction and assessment, we are able to structure educational experiences that meet the diverse needs of those we teach. The body of knowledge that is educational psychology is the heart and soul of educational practice.

The increased use of qualitative methods in conducting educational research has greatly enhanced our understanding of life in the classroom. As a result, we as teacher educators are better able to: 1) create learning environments which are nurturing while providing opportunities for students to try out their wings; 2) create environments which are secure but challenge students

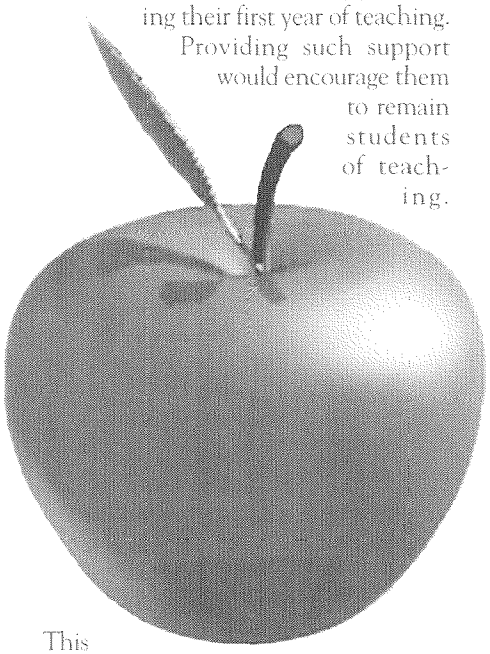
to try new approaches; 3) provide environments which develop basic skills not as ends but as means for more effective, reasoned thinking; and 4) provide preservice and inservice teachers with the conceptual understanding and theoretical knowledge that will help them accomplish these goals.

Given this substantive knowledge base, many possibilities exist for restructuring. For example educational psychology and educational foundations courses might be reframed so that the relationship between philosophical positions and theories of motivation, learning and instruction are enhanced. The educational foundations and curriculum courses might be reframed to more clearly define how what we are about today has evolved from our past and to examine how various philosophical positions are represented in models of curriculum. By developing these connections we also enable our teacher preparation students to better understand that teaching is not a bag of tricks, a series of techniques to be mastered, but that practice is rooted in history, philosophy and theory. We may want to integrate aspects of curriculum or assessment courses with selected courses in other disciplines such as math or science or English so that preservice teachers can begin to see how the structure and knowledge base of the discipline affect the development, implementation and assessment of an instructional program.

Any examination of a teacher preparation program also requires an examination of its important field experience component. If our purpose goes beyond that of the mastery of mechanics, if we expect our students to be able to design and implement instructional programs which reflect sound pedagogical principles, if we expect them to provide for the well-being and what Dewey calls the "soul-life" of the students, then we need to focus on the quality of the practice opportunities provided, not the quantity.

Again, rather than developing a new look via new wine bottles or new paint, we may want to consider some new structures. For example, we may want to require that all students interested in teaching put in 50 hours in a school or classroom before they begin any education classes. Students would meet weekly in cohort-type groups with a faculty member to discuss and reflect on their observations. The students would be placed in different types of schools so that through their shared experience they would better understand what schools and schooling are all about, and so that their later work and field experience would have greater meaning. Such a course might be likened to a KSC 101 for teacher preparation students.

Rather then lengthening the student teaching experience, it might be more helpful to provide students with continued supervision and support during their first year of teaching. Providing such support would encourage them to remain students of teaching.



This would also allow us to work even more closely with our colleagues in the public schools.

As we begin to examine our programs and to seek new approaches to developing professional educators, we must focus on the quality of knowing and the quality of the experiences we provide rather than the quantity. We must thoroughly and thoughtfully examine what we are about and what we want a graduate of our program to be able to do. Success will require, I believe, three things:

Vision: While the idea of "vision" is derided by some, President Bill Clinton noted, quoting scripture, "Where there is no vision, the people perish." Vision, simply put, is an end-in-view. It is a statement of what we are about—our moral intention. It gives direction to our actions and drives what we do and how we do it.

In program development, the vision must be a shared one which evolves out of dialogue, discussion and debate, where we bring our expertise, experiences and philosophical perspectives to the table for thoughtful review and open discussion. Formulating a vision is not simply a matter of making compromises; rather it is a matter of forging new paradigms. The creation of new structures without vision invites failure.

Voice: Vision alone is not enough, we must give voice to the vision. We must articulate our purpose clearly. We must convey that our purpose reflects what we know to be best educational practice and that what we have developed reflects excellence not expediency.

Professional Courage and Intellectual Integrity: We must be willing to work together to define our vision, and we must be unwilling to bring less than our best to the enterprise. We must be willing to play with ideas even though they may be quite different from our own. We must be unwilling to let any idea or reflection go unheard. We must be willing to stand up for what we know to be sound educational principles. And we must be unwilling simply to do the expedient or just do what others have done before.

Can we do it? Yes. We have the expertise and the experience. Can we do it? Yes, if we are given an opportunity and the support we can deliver a model program—a program which has substance, which will be intellectually challenging, which will prepare effective students of teaching and effective professional educators for the 21st century.

EVALUATING TEACHING:
A look at the *Portfolio* approach

Mary Bumgarner, Ph.D.
Associate Professor of Economics

We, faculty members and administrators alike, believe that teaching is of primary importance, and we take justifiable pride in our classroom effectiveness. As a result, Kennesaw State is known and respected for the quality of its instruction.

In order to encourage teaching excellence, we regularly assess our teaching performance. Kennesaw State policy, as presented in the *Faculty Handbook*, requires a regular evaluation of teaching capable of providing each faculty member with the information he or she needs to adequately assess his or her teaching performance. Our current policy reads in part as follows:

...the college will provide for procedures by which teaching excellence will be encouraged and recognized. To meet these goals, the institution will prove for a continuing, comprehensive process of the evaluation of teaching effectiveness on campus. (pp.2.3)

...the evaluation of teaching should be designed so as to obtain information relevant to teaching effectiveness from several sources using multiple methods. In addition, the evaluation process should attempt to take into account various factors which may contribute to a complete picture of teaching effectiveness. (pp.2.3)

Despite our good intentions, many of us believe that a complete picture of teaching effectiveness is rarely provided. In part, we base this belief on a perception that good teaching often appears to be defined by a number based only on student opinions of teaching.

In order to address these concerns, the KSC Senate created a committee of faculty members and administrators to review our process of evaluating teaching and to make any necessary recommendations for change. Our work is not yet complete, but since we began discussing this topic at our last faculty meeting, this seems like a good time to invite the rest of the community to consider our suggestions and respond to our proposal.

A review of the literature on the evaluation of teaching led us to consider the portfolio approach to teaching evaluation. We found this method attractive because it provides the instructor with a formal process where he or she can clearly delineate the work involved in providing excellent instruction. Preparing a portfolio is an efficient and effective way to take into account the various factors which contribute to a complete picture of teaching effectiveness, as required by college policy.

Should we decide to adopt this method, each of us would determine our teaching goals and how we intend to meet them. For example, we might decide that we are going to improve our teaching effectiveness by preparing and using cases in a particular class. In our portfolio, we would explain exactly what activities we planned to engage in to meet our goal. Activities as diverse as studying the case method, attending a case method workshop, writing the cases and devising a process to get feedback from the students could be included in our plan. At the end of the course we would evaluate the effectiveness of the case method and determine what improvements might be needed in the future.

It is essential that the preparation of these portfolios not become burdensome. Therefore, we are suggesting an explicit limitation on the amount of material that a faculty member can include. We have discussed a limitation of one or two pages per course.

We believe that the addition of the portfolio method to our process of evaluation would allow faculty members to formalize the planning and evaluation they do for every course, and through that formalization receive the recognition they deserve for a job truly well done.

A Collaborative Teaching Effort in Elementary & Early Childhood Education

Jane McHaney, Ed.D.
Professor, Elementary & Early Childhood Education

K. Victoria McLain, Ph.D.
Assistant Professor, Elementary & Early Childhood Education

Rhonda Vansant, Ed.D.
Assistant Professor, Elementary & Early Childhood Education

Two important changes are taking place in the preparation of student teachers. The first is a shift to *schoolbased* instead of *college-based* management of student field experiences. The second is *shared decision making*, where the college instructor, the cooperating teacher in the school and the student teacher herself decide such things as types, locations and durations of these experiences. As college professors of Instructional Design and Application Courses we decided these two concepts needed to be exemplified in college-level courses. Before fall quarter, 1992, we met on several occasions to plan how to apply the whole language philosophy in higher education.

We teach reading and language arts methods courses to elementary and early childhood majors. The students were registered for one of three sections with one instructor for each. They were in a college classroom setting for the first five weeks and then placed in an elementary school for the last five weeks of the quarter.

There are six basic innovative components of this collaborative effort which make the concept unique:

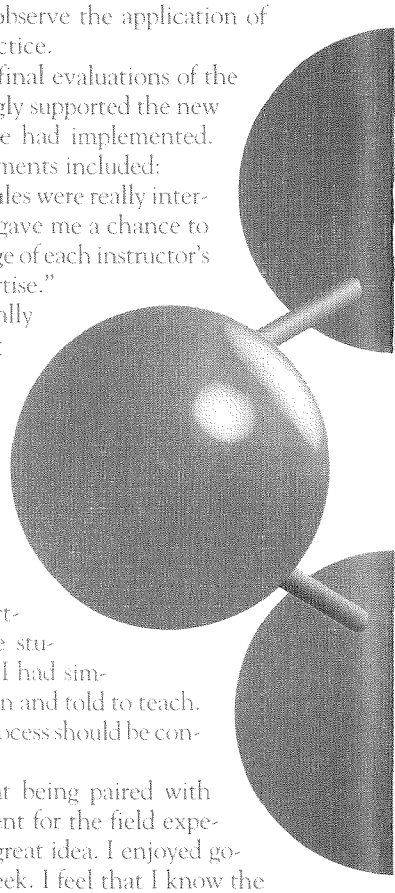
- The three instructors created specific modules that they taught to all three sections. For example, Jane McHaney developed a module for classroom management and organization, Vicki McLain developed a module for the writing process, and Rhonda Vansant developed a module for developmentally appropriate practices (choosing instructional activities that fit the children's maturity level). These modules were taught to each section of students on a rotational basis. The modules allowed the individual instructors to develop and share areas of expertise with all 76 students.
- All three classes met jointly during certain class times to listen to guest speakers. Teachers from Paulding County shared their expertise about integrating the curriculum in a first grade classroom. Another guest speaker shared strategies being implemented in the "Reading Recovery" program in Marietta City Schools. Finally, Rhonda Vansant and Diana Poore led the group in various creative dramatics and music activities.
- Each instructor and group of students worked with one elementary school throughout the quarter. Students had input through shared decision making in the selection of their teaching partners and grade level placement, K-4, in the schools.
- The students collaborated with their cooperating teacher in the school, their college instructor and their teaching partner in the development of an integrated language arts project. Field trips to local teacher supply stores as well as visits to the college's teacher resource center assisted students as they prepared for their teaching role during the second five weeks. As a result of early placement, students worked one day a week at their assigned school during the first five weeks where they met the students, became familiar with classroom routines and learned the various roles they must assume as preservice teachers.
- Pairing students proved to have many advantages including:
  – collaborative planning in the development of the integrated projects
  – sharing of teaching roles and responsibilities
  – continuous support and evaluation of the students as they develop into practicing professionals
- We were able to mentor and monitor the progress of each student as they progressed through the second five weeks. Having the opportunity to supervise students whom we had taught during the first five weeks of class allowed us to observe the application of theory to practice.

Students' final evaluations of the courses strongly supported the new procedures we had implemented. Specific comments included:

– "The modules were really interesting. They gave me a chance to take advantage of each instructor's areas of expertise."

– "I have really enjoyed being able to go into the schools early! I feel as if I am better prepared to teach and more comfortable with the students than if I had simply been put in and told to teach. I think this process should be continued."

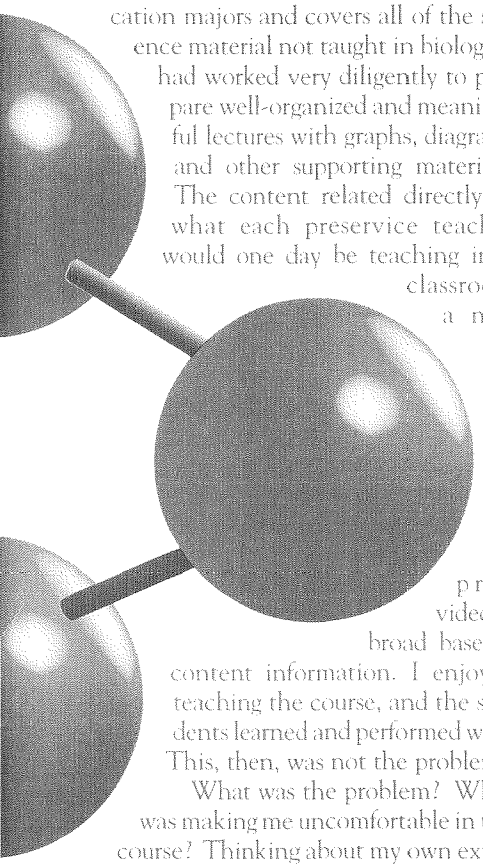
– "I feel that being paired with another student for the field experience was a great idea. I enjoyed going once a week. I feel that I know the teacher and students better."



We are very pleased with the success of this team teaching approach and hope to implement it in other classes in the future. Perhaps a student's comment summarizes our feelings best: "I think Kennesaw is really moving in a positive direction and needs to continue to question and search for better ways to educate new teachers and ensure success."

Modeling Science Instruction for Future Science Teachers

Pam Rhyne, Ph.D.
Professor of Biology



Last year, while standing in front of my Science 301, Science Concepts, class and lecturing, I began to wonder, "Just what am I doing?" Science Concepts is a course for K-8 education majors and covers all of the science material not taught in biology. I had worked very diligently to prepare well-organized and meaningful lectures with graphs, diagrams and other supporting materials. The content related directly to what each preservice teacher would one day be teaching in a classroom and provided a broad base of content information. I enjoyed teaching the course, and the students learned and performed well. This, then, was not the problem.

What was the problem? What was making me uncomfortable in the course? Thinking about my own experiences in elementary and middle school classrooms, I began to realize that the way I was teaching Science Concepts was not the way that I would want an elementary or middle school teacher to teach science. For example, I would want to see groups working together with hands-on activities, see instruction directed toward different learning styles of the students, and see demonstrations to introduce or reinforce ideas. I realized that if we want teachers to be able to design and implement appropriate science instruction for their students, then their own science instruction should model this approach. If the preservice teachers have only learned science by lecture, then it becomes very difficult for them to teach science in any other way. They have to be able to see how science can be taught in ways other than just lectures even at their level of instruction.

This was the problem in a nutshell. What was needed was a total redesign of the entire course, where each objective could be presented in an entirely different way. Fortunately, Ben Golden, another instructor of the course, had also been thinking along the same lines and supported and encouraged my efforts. We decided that I should revamp the entire course and teach it using the new approach in the fall of 1992. The new approach was so different that the entire course had to change. We could not just add new bits and pieces and fit them into the existing format.

Science Concepts is based on the Teacher Criterion Test (TCT) objectives and the Georgia K-8 Quality Core Curriculum. Using these materials, specific and detailed objectives for the course had been written. The goal was to develop an activity to teach each course objective so that, for all intents and purposes, the lecture portion of the course disappeared. In designing the activities, I wanted to include some demonstrations that I could do while students answered questions in written or oral form. In addition, group activities would have to be varied in length as well as in the number of students in a group. And lastly, the activities would have to consider the different learning styles of the students.

Let me give one example of what was done with a course objective. Oceanography and geology are content portions of the course, and one objective was to teach what the floor of the ocean looks like. In the past, students have had a difficult time learning this using lecture and diagrams. To meet the objective with the new approach, each student was given a piece of clay. Students were told that we were going to start on the beach and take a walk along the bottom of the ocean. They were to use the clay and mold it to show what they would encounter during such a walk. At the end of my description, students got together in groups and compared their models. They then worked together to make one large model based on the best of the individual ones. Next, they compared their group model to the diagram in their textbook and used tags to label what the structures were actually called. Using a poster of the world's ocean floor, they found an example of each structure, and recorded its name. The activity took about 20 minutes compared to less than five minutes when covered in lecture. However, on the test, students met this objective.

Several other objectives deal with the concept of warm air expanding, rising and affecting breeze direction. By a short demonstration, students were able to discover for themselves that warm air rises. A balloon was placed on a flask that rested on ice. The flask was then placed in hot water. As the air inside the flask heated up, it expanded, and filled the balloon. I then asked students to check thermometers placed at different height levels in the room, and thus they gathered evidence that supported the concept that warm air rises. They were then able to use this information and, working in pairs, make diagrams of what the wind does at the beach and in the mountains during the day and night.

Several problems arose while planning the course that were difficult for me to solve but were beneficial to the students. In teaching Science Concepts, we can not be sure that it will be taught in the science building or that we would have a room with flat desks or tables. Activities had to be planned keeping in

(Continued on page 12)

CUSTOMER SERVICE AT KENNESAW STATE:
A SUCCESS STORY

Nancy A. Prochaska, M.B.A.
Instructor of Management

We often race through our days, meeting classes, grading assignments and preparing lectures. In the academic whirlwind, we are committed to institutional service, community service and professional service through scholarly activities. We sometimes pause from our tasks to overhear a student mutter something about "no one helping" or "nothing being offered." I propose it is time to reach out—to an area often forgotten. That is, I propose we reach out—and around—and pat ourselves on the back!

As the coordinator of advisement for the School of Business Administration, I work with over 600 transfer students a year, who have studied at many schools, in many states. The overwhelming theme of their comments, collectively, is this:

"Kennesaw State College is taking good care of me."

Does this come as a surprise to you? I hope not. But in case it does, let me highlight some examples which illustrate the customer/student service attitude, prominent in the culture of KSC.

Over the course of a year, nearly every course is offered in nearly every time slot. We strive to meet the hectic and diverse schedules of our market, that is, our students. Moreover, students may register with the convenience of any telephone.

Virtually every aspect of every student's personal life is addressed on campus, as we acknowledge the various demands, interests and obligations our customers bring with them. We have professional and social organizations, centers of Lifelong Learning and Student Development. We encourage Volunteer Kennesaw State and intramural sports. We recognize the need for babysitting, counseling, aerobicizing and prayer. Even the national defense is addressed through ROTC.

Parking is difficult to find, but the farthest space to the farthest classroom is still no more than a 10-minute walk. Many students report their previous schools had longer walks and longer waits, just to catch the shuttle bus, which would eventually deliver them to some central location on campus.

Students actually see professors; they teach classes. KSC is not guilty of the Teaching Assistant syndrome, so heavily publicized and criticized recently. Students get a first-class education from first-class educators. Kennesaw State's reputation attracts applications from some of the finest academics in the nation.

Faculty advisors and administrative staff members are available, ready to answer questions and help in any way possible. Graduation requirements are changing and are confusing. Information is accessible in printed form, on telephone message machines, and via Bulletin Boards all over campus.

Ours is a success story. Students report a courteous welcome from the Admissions Office, prompt service from the Registrar's Office, and easy access to materials and services in our library. Even campus food, a favorite object of criticism, gets rave reviews (comparatively speaking) from our transfer students.

Kennesaw State College has every right to be proud. We are remarkably customer—that is—student oriented.

Go ahead. Reach around to pat yourself on the back. Know that many, many of our students are very satisfied customers!

Announcing 1993-94 FACULTY DEVELOPMENT GRANTS AND SUMMER STIPENDS

The Faculty Development Committee congratulates the recipients of 1993-1994 Faculty Development Grants and Summer Stipends. In early April, recipients were informed of the committee's decision. The number of applications far exceeded anything experienced in the past. There were 18 applications for Faculty Development Grants and 22 for Summer Stipends. Even with a budget increase to $10,000 (from $8,000 last year), the committee could not fund all of the Faculty Development Grants it would have liked to fund. The same is true of the Summer Stipend Awards; the committee could vote to fund a maximum of seven. Hard decisions had to be made, and many laborious hours were spent reading and deliberating.

Three categories of applications were received: 1) Faculty Development Grant only; 2) Summer Stipend only; and 3) Summer Stipend supported by a Faculty Development Grant. From the School of Arts and Behavioral Sciences there were a total of 10 applications, of which five were funded; from the School of Business Administration, six applications, with four being funded; from the School of Education, three applications, of which one was funded; and from the School of Science and Allied Health there were ten applications, of which three were funded.

Faculty Development Grants have a maximum value of $2,000. The six grants approved ranged in value from $1,000 to $2,000. Projects supported by FDGs are to be completed by June, 1994. The seven approved Summer Stipends each have a value of 10 percent of the recipient's base salary (5 percent each for joint recipients). These projects will be carried out during Summer Quarter, 1993.

All recipients are required to communicate the results of their projects with their colleagues, often through an article in *Reaching Through Teaching* or at a brown bag lunch presentation.

The Faculty Development Committee consists of one member from each of the four schools, the four most recent recipients of the Distinguished Teaching Award, the coordinator of the Office of External Funding and the director of the Center for Excellence in Teaching and Learning. Current members are Jo Allen Bradham, Howard Shealy, Bowman Davis and Allen Schlact, Distinguished Teaching Award recipients; June Laval, Arts and Behavioral Sciences; Nataline Matthews, Education; Don Sabbarese, Business; Marlene Sims, Science and Allied Health; Jackie Givens, Office of External Funding (Chair); and Don Forrester (ex officio), CETL.

As always, the focuses of the selected projects are varied, but all have enormous potential for the individual faculty member and for the institution. Listed below are the author(s), title and an abstract of each project:

FACULTY DEVELOPMENT GRANTS

A. G. Adebayo, Ph.D.
Associate Professor of History

Four Documentaries on Africa. My experience in teaching African history in North America has shown that a large number of our students either perceive Africa as geographically and culturally remote, or possess distorted information about the peoples, societies and cultures. One of my goals, as well as challenges, has been to bring Africa and African history to my classrooms alive and visible, and to deal with the issues in an objective and dispassionate manner. This project is designed to produce a set of video documentaries to be used as instructional materials in our course offerings in African history and culture. A few months ago, while in Nigeria for a conference, I shot films and collected several others on different aspects of African social and cultural life. These Faculty Development funds will be used to cover the cost of transferring this footage to VHS format, which can be used in my classes.

Ultimately, I propose to research and write narratives, and select relevant video clips, to produce four 30-minute documentaries on the following themes: African Religions; African Music and Dance; African Marriage and Family; and Political Transition in Africa.

Melanie J. Angle, Ed.S.
Instructor of English

Integrated Computer Resources for the English Department. This project will develop the process for networked computer labs in the English Department. Based on current trends of computer applications and innovation in the business world as well as the trends in the public schools, the computer labs in the English Department need to be networked. Networking provides many advantages: shared peripherals, lower cost software, increased security of software resources and ease of use to the user. An added advantage to networking the English Department labs is the exposure of English Education majors to technology trends in public education. One of the first steps in this process is network training for staff.

Teresa J. Covin, Ph.D.
Associate Professor of Management

The Evaluation of Management Training Programs. The purpose of this research is to examine current practices in management training programs in Atlanta-area companies, with emphasis on the content and evaluation of these programs. The sample for the study will be members of the Greater Atlanta

Chapter of the American Society for Training and Development. A research questionnaire has been developed specifically for this study. Research findings will have practical implications for classroom instruction, as well as provide data for publication purposes.

Deborah M. Roebuck, Ph.D.
Assistant Professor of Management
Kevin Sightler, Ph.D.
Assistant Professor of Management and Entrepreneurship
Christina C. Brush, Ph.D.
Associate Professor of Management and Entrepreneurship
Don Sabbarese, Ph.D.
Associate Professor of Economics
Keith Tudor, M.B.A.
Assistant Professor of Marketing

Perceptions of Academic Life. The purpose of this research is to examine perceptions of business school faculty regarding responsibilities of their job and teaching practices. Our primary emphasis is on better understanding of the teaching/research/service debate as seen from the faculty perspective, with emphasis on what is occurring in the classroom. A survey has been designed specifically for this project and will be mailed to a national sample of management faculty (N=1500). This project seeks to expand our sample to include other business disciplines and facilitate the analysis of results. The findings of this research will have tremendous practical implications for higher education and will likely generate continued debate. In addition, we intend to present and publish our findings in appropriate forums.

Kevin W. Sightler, Ph.D.
Assistant Professor of Management

Qualitative Assessment of the Psychological Impact of Displaced Professionals.

The purpose of this study is to examine the psychological impact, coping skills and job-search strategies of white collar employees who have involuntarily lost their jobs. Little is known about the psychological impact on displaced professionals. Most research has focused on blue collar employees or on white collar employees who had reasonable expectations of being re-hired by a former employer. However, professionals who are currently losing their jobs are unlikely to be re-hired even after general business conditions improve.

Through structured interviews, I will look at a broad range of psychological effects.

Michele Zebich-Knos, Ph.D.
Assistant Professor of Political Science

Protecting the Environment: Politics & Policy Seminar (Brazil). My project focuses on participation in a Council on International Educational Exchange (CIEE) faculty development seminar entitled "Protecting the Environment: Politics and Policy." The seminar will be held in São Paulo, Brazil during the Summer Quarter of 1993. The seminar includes a concentrated and well structured schedule of lectures by well known Brazilian scholars. Selected topics include *rural and urban development, the role of the private sector in environmental preservation, and political and economic policy and their impact on the environment.* Lectures are complemented by visits to agricultural and industrial sites, a nature preserve, and local environmental agencies. All lectures and visits will be conducted in English. This intense program will provide me the opportunity to gather a great deal of information in an efficient manner which I would be unable to do on my own without the necessary contacts. Knowledge and material acquired will be used to enhance my classes as well as our college curriculum's international scope.

SUMMER STIPENDS

Janet Adams, Ph.D.
Associate Professor of Management

Integrating Ethics Into the Business Curriculum. Public opinion and research results agree that business schools do not do a particularly good job of preparing individuals to deal with ethical dilemmas in the workplace. Although minimum accreditation standards can be met through requiring a separate course in ethics, the topic is so important we need to integrate it into our teaching in all SBA courses. This project proposes a plan to develop new materials, disseminate existing and new materials, and recruit and train lead teachers in management, marketing, accounting and finance to test and demonstrate the effectiveness of existing materials and those to be developed through the applied research described here.

Implementing use of videos, cases and mini-cases developed by Arthur Anderson & Co. for introducing ethics in functional area classes is one objective of this project. Then, building on several years' work in business ethics, I am also proposing an applied research project using part of the interview data to be gathered by students in GBA 850 spring quarter, 1993. The purpose of this portion of the project is to test a classification system for types of ethical dilemmas encountered in the workplace and to determine whether the kinds of ethical problems encountered differ by the functional area of business involved. Results of this research will be used to develop discipline-specific materials for use in teaching ethics.

Cynthia Graham Brittain, Ph.D.
Assistant Professor of Chemistry

Nuclear Magnetic Resonance Experiments for Teaching and Research. The chemistry department has outlined specific plans to integrate modern nuclear magnetic resonance (NMR) principles and practice into both lower- and upper-level courses in the chemistry curriculum. The proposed innovations in the lecture and laboratory will affect not only the department's chemistry majors, but also students enrolled in the biology and pre-professional health science programs. The approval of funding for a new science building and expansion of the chemistry faculty have recently provided the appropriate infrastructure for the acquisition, maintenance and usage of a high-field Fourier transform (FT) NMR spectrometer. A proposal has been submitted to the National Science Foundation's Instrument and Laboratory Improvement program requesting funding toward the purchase

of a 300 MHz FT-NMR spectrometer. I have been invited to spend a two-month period at the magnetic resonance laboratories at Mississippi State University working with Dr. Rickey Hicks, assistant professor of chemistry, and NMR facilities manager. This time will be utilized to develop protocols for the department's proposed changes in the chemistry lecture and laboratory curriculum as well as NMR-related undergraduate research projects that can be continued at Kennesaw State College. Specific examples of NMR applications in teaching and research settings are provided.

Kathleen Ann Fleiszar, Ph.D.
Professor of Biology

Reaffirming our National Status: Attaining Approval for KSC's Cytogenetics Program. In 1987 Kennesaw State College became the second college in the United States to offer an educational program for the training of clinical cytogenetic technologists (CT). The need for these specialized laboratory professionals has been recognized for over a decade: eight positions open for every trained cytogeneticist. In 1991, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) established an approval process for CT educational programs. NAACLS approval gives both students and employers a measure of assurance that the program in question follows the minimum, nationally accepted career competencies for cytogeneticists. Since future cytogenetic graduates will not be allowed to sit for certification unless they have completed an approved program, it is imperative that KSC apply for and attain approved status. As the academic director of the CT program, I shall use this summer stipend in order to compile all documentation required for the approval process. It is my goal to submit this application to NAACLS by August 1993.

Richard Gayler, Ph.D.
Associate Professor of Computer Science/Mathematics

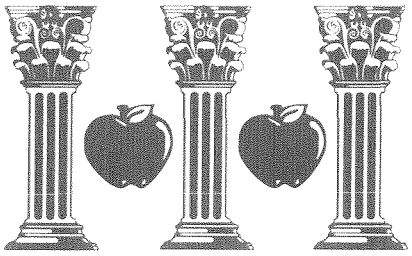
Visible Simulator Generator Proposal. New computer systems are being developed at such an incredible rate that, with academic budgets, it is impossible for CSIS students to be supplied with a state-of-the-art computer system upon which to learn. However, these students need this exposure to compete in both today's and tomorrow's computing world. An alternative would be to construct a piece of software (simulator) which would allow one computer system to execute as if it were a different computer system. These simulators are very time consuming to construct. This proposal is to investigate the possibility of automating this simulator construction process.

Elsa Nystrom, Ph.D.
Assistant Professor of History

Development of a Reader-Workbook for History 151 and 152. This project involves the development of a reader-workbook to accompany *America* by Tindall and Shi, the required text for the American History core classes, History 151 and 152. The workbook will contain a selection of primary source documents with editorial comment, a geographic literacy pretest, excerpted comments from famous historians of the past, study questions, a list of historic terms and appropriate maps, pictures and political cartoons.

Michael Reiner, Ph.D.
Associate Professor of Psychology
Linda Noble, Ph.D.
Associate Professor of Psychology

The Capstone Course: A Vehicle for Integrating Curriculum Knowledge and Assessing Student Learning Outcomes. The purpose of this project is to develop instructional resources to implement a new capstone course that integrates the students' curriculum knowledge and simultaneously allows for an assessment of a major field of study. The Psychology Department has recently revised its curriculum to provide students with a more structured and coherent program of study. Furthermore, in response to the Regents' mandated outcomes assessment, the department has also recently approved its stated student learning objectives. The new capstone course is designed to provide closure to the educational experiences of the psychology major and present an opportunity for program assessment. We request a summer stipend to create the specifics of the capstone course so as to insure a uniform senior experience for all majors and simultaneously assess students in terms of the learning objectives in the field of psychology. The end products of the project will include: 1) an instructor's manual for use in the psychology capstone course with specific suggestions, assignments, and exercises to facilitate students' synthesis of curriculum knowledge and allow for appropriate assessment of the psychology major; and 2) a written report on the use of a capstone course for assessment purposes. Both the manual and the written report will be shared with the Kennesaw State College community by placing the materials in the CETL office, through presentations by Drs. Reiner and Noble, and with an article in *Reaching Through Teaching*. It is hoped this project and its products will benefit many disciplines as capstone experiences and program assessment are addressed at our institution.



Diane Willey, Ph.D.
Professor of Secondary and Middle School Education
Gail Schiffer, Ph.D.
Assistant Professor of Biology

Development of Alternate Forms of the Integrated Process Skills Test. The purpose of this project is to develop two alternate forms of the Integrated Process Skills Test. The three forms of the test will be used to assess the effectiveness of new sections of the integrated science core courses which will be taught during the 93-94 academic year. Additional forms are needed because the practical effects of answering the same questions on the pre- and post-tests reduce the validity of the test in measuring the effects of the courses. The summer stipend funds will support the time spent coordinating the development of new test items, establishing the content validity of the items, assembling the alternate test forms and field testing them to obtain estimates of their reliability, and assembling final versions of the new forms of the test.

BRIEFLY NOTED

The Invisible Faculty: Improving the Status of Part-timers in Higher Education, by Judith M. Gappa and David W. Leslie. San Francisco: Jossey-Bass, 1993. (324 pages).

This brief review is written for two types of readers: the academic officers, deans or department chairs who employ part-time faculty and the part-timers themselves, who comprise more than one-third of the faculty in the United States. The former group may take some comfort in learning that using part-time faculty does not necessarily mean selling out instructional quality, while the latter may view the book as an affirmation of their potential to actually strengthen academic programs.

The authors based their report on interviews with chief academic officers, deans, department heads and part-time faculty members themselves at 18 U.S. institutions. The book examines part-time faculty profiles, their working conditions, institutional policies regarding their employment, how their contributions contribute to institutional goals and how other institutions may better integrate them into the mainstream of the instructional program. The authors make 43 recommendations for improving the use of the part-time faculty resource and for improving their position in the academic community.

Considering Kennesaw State's often-touted reputation for high quality teaching, it is healthy for us to examine critically the role of part-time faculty in that total picture. *The Invisible Faculty* may serve as an impetus for doing so.

REACHING THROUGH TEACHING

Contributions from KSC faculty are solicited. Please submit articles to CETL on a 5.25 floppy disk in WordPerfect. Prefered length of articles is 1,200± words. Deadline for the Fall, 1993 issue is September 15.

Giving guidance and vision to CETL is a Faculty Development Committee including the following:

Jo Allen Bradham, Ph.D.	– Professor of English
Bowman Davis, Ph.D.	– Professor of Biology
Jackie Givens, B.A.	– Coordinator of Sponsored Programs
June Laval, Ph.D.	– Associate Professor of French and Spanish
Nataline Matthews, M.A.	– Instructor of Reading – Developmental Studies
Ed Rugg, Ph.D.	– Vice President for Academic Affairs
Donald Sabbarese, Ph.D.	– Associate Professor of Economics
Alan Schlact, J.D.	– Associate Professor of Business Law
Howard Shealy, Ph.D.	– Professor of History
Marlene Sims, M.S.	– Instructor of Mathematics

Don Forrester, Ed.D.	– Editor
Lorraine V. Murray, Ph.D.	– Assistant Editor
Lynn Moss	– Secretary
Shiela Powderly	– Design/Production

KENNESAW STATE COLLEGE

Kennesaw State College, a senior college of the University System of Georgia, is an affirmative action/equal educational and employment opportunity institution.
Kennesaw State College, P.O. Box 444 Marietta, GA 30061 (404) 423-6410

(Science *continued from page 7*)

mind that materials might have to be transported varying distances across campus. These problems eliminated many standard activities and demonstrations, so I spent much of my time trying to alter an existing activity or trying to design a completely new one. For example, an activity to show global wind patterns has students outside throwing balls. If it rains, the activity cannot be done. I was able to create a new activity to illustrate the same concept by using a 6-inch round piece of paper, string and pencil. The string is anchored in the center of the paper and stretched to the edge of the circle. One student pencils a straight line using the string as a guide. At the same time another student slowly rotates the disc. The paper circle represents the earth's surface, while the string represents the wind direction. Even though a "straight" line is drawn, the result is a curved line because the surface was rotating. In solving these problems, students were able to see that science does not have to be taught under "science laboratory" situations with elaborate equipment. Science can be taught with string and lots of balloons!

Students did very well in the course and enjoyed the activities. A few comments were unexpected. One student told me how seeing the demonstrations and doing the activities corrected many misconceptions she had had about science phenomena. Another student said that, whenever she wasn't sure about an answer on a test, she pictured in her mind what we did and then could figure out the correct answer. These comments reinforce that belief that students learn by doing.

I really enjoyed teaching the class. It was fun to watch the students become so involved and actually go beyond what was expected. Of course there were demonstrations that didn't work as well as expected and some activities that required further refinement, but the course more than fulfilled my expectations. However, I will have to admit that, while standing in front of the class rubbing one side of my head with a green balloon and the other side of my head with a yellow balloon, I began to wonder, "Just what am I doing?"

Editor's Note: This article is a report of the work done by the author to fulfill a requirement of a Summer Stipend Award received during 1992.